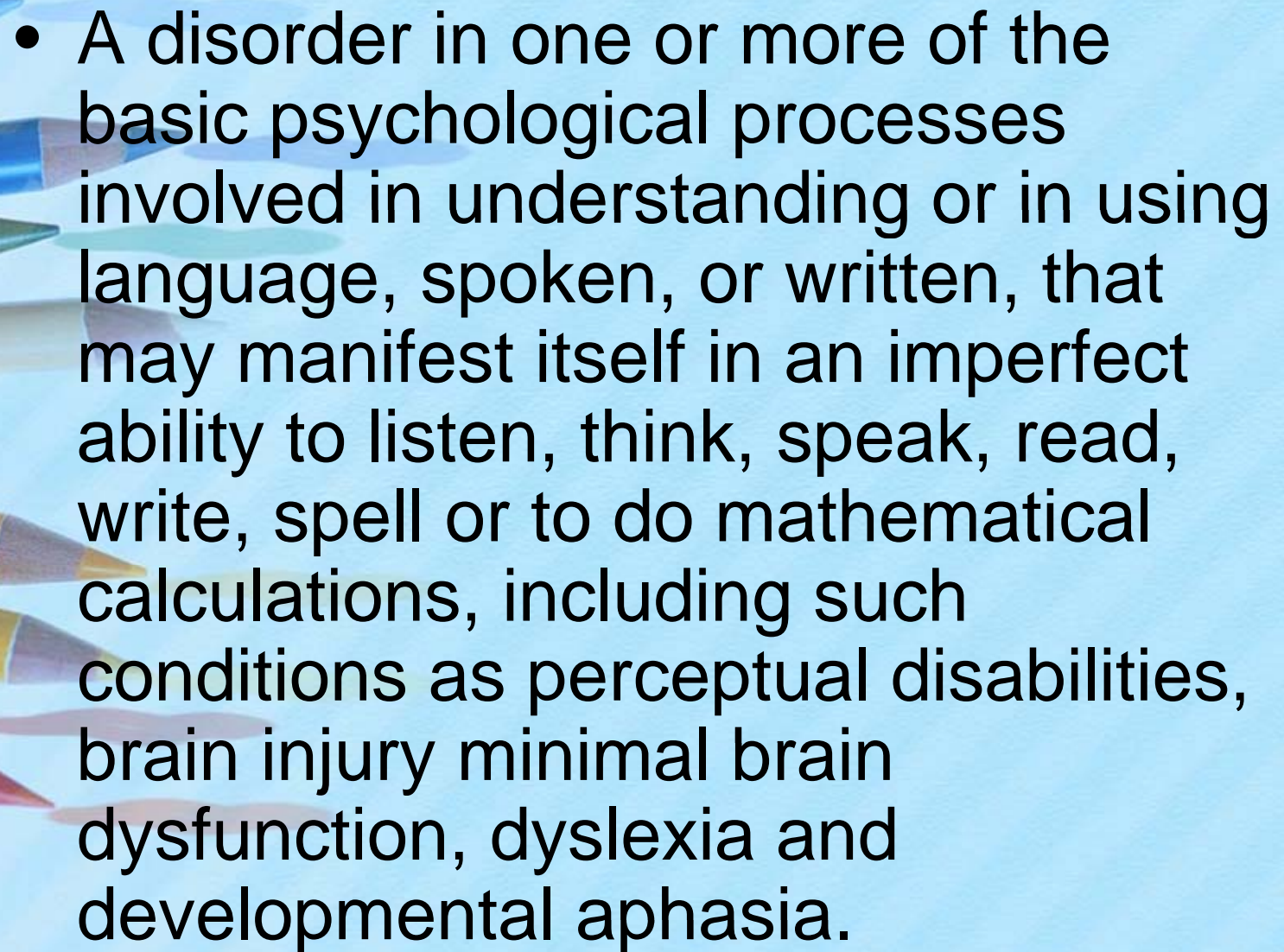


The background of the slide features a light blue and white diagonal striped pattern. On the left side, there is a vertical arrangement of several colored pencils in various colors including teal, blue, green, yellow, orange, red, and purple. To the right of the pencils, there are several horizontal, wavy smudges in colors matching the pencils, creating a sense of motion or drawing.

Specific Learning Disability Eligibility Determination

ALS Directors Meeting
March, 2009

- 
- A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken, or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including such conditions as perceptual disabilities, brain injury minimal brain dysfunction, dyslexia and developmental aphasia.

The background of the slide features a light blue gradient with several colored pencils (green, blue, yellow, red, purple) and soft, painterly splashes of color in shades of blue, green, and yellow.


Data Talks

- 55,000 students with disabilities in Utah
- 26,000 are students identified with a specific learning disability
- 80% of them are in general education classes receiving instruction



8 areas of specific learning disabilities (SLD)

- Oral language
- Listening comprehension
- Written expression
- Basic reading skills
- Reading fluency skills (new)
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving (word change)



Eligibility criteria/process
has been revised, **clarified**
is a better choice of words
especially for specific
learning disabilities (SLD).



What changes?

- Observation
- Methods
- Existing data vs “pre-referral”
- Comprehensive evaluation
- Rule outs (this is not a change)



Observation

- Observation of a student is still required for eligibility **BUT an observation can be done (without parent permission) before a referral for special education evaluation.** USOE Rules II.J.10.C.3 or pg 49



Methods?

- SEA has decided that LEAs may choose one of 3 methods in determining SLD eligibility
 - Method A-RTI
 - Method B-Severe discrepancy
 - Method C-Combination of A & B

The background of the slide features a collection of colored pencils in various colors (teal, blue, green, yellow, orange, red, purple) arranged diagonally on the left side. The rest of the background is a light blue surface with soft, watercolor-like washes in shades of blue, green, and purple.

KEY POINT

- No method can stand alone in eligibility determination....there must always be a comprehensive evaluation.
- **BUT** an LEA must identify the method they use for eligibility determination




KEY POINT 2

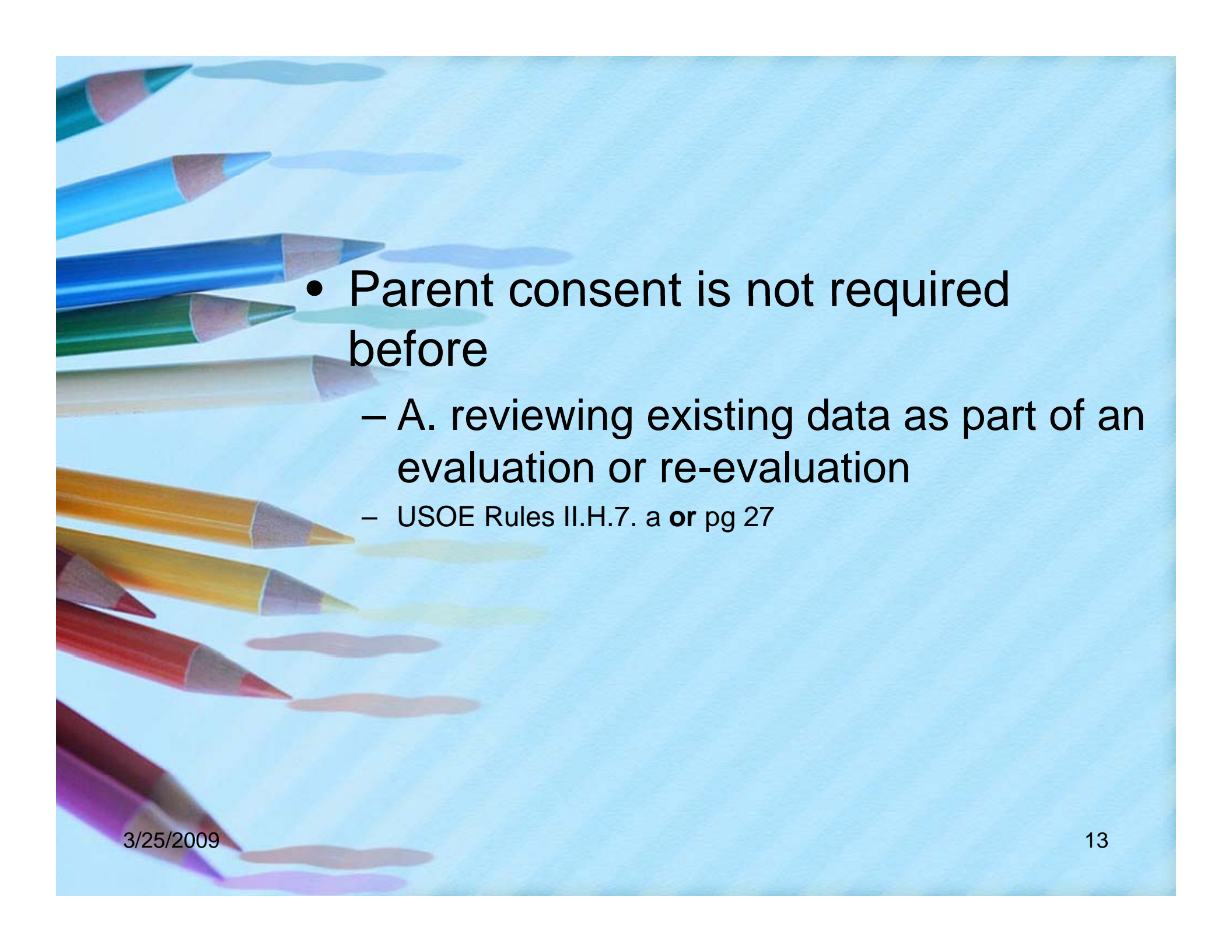
- RTI as a concept is only referred to in Federal Regulations and State Rules in the category of Specific Learning Disability.

The background of the slide features a light blue gradient with several colored pencils (green, blue, yellow, orange, red, purple) and soft, painterly smudges of corresponding colors scattered across the surface.

EXISTING DATA ARE.....?

- Attendance
- School readiness
- Curriculum based measurements (CBM)
- School wide screening
- School historical data
- Family history
- State/district-level testing information

- 
- The background of the slide features a collection of colored pencils in various colors (teal, blue, green, yellow, red, purple) arranged diagonally on the left side. From the tips of these pencils, soft, painterly strokes of the same colors extend towards the right, creating a layered, artistic effect against a light blue background.
- Medical records
 - Observation (s)
 - Teacher report
 - Parent information
 - Tools used for progress monitoring
 - Other

- 
- Parent consent is not required before
 - A. reviewing existing data as part of an evaluation or re-evaluation
 - USOE Rules II.H.7. a or pg 27

The background of the slide features a collection of colored pencils in various colors including blue, green, yellow, orange, red, and purple. The pencils are arranged diagonally from the top left towards the bottom right, with some sharpened tips visible. The overall background is a light blue gradient.

RULE OUTS

- The group determines that its findings are not primarily the result of:
 - A. Visual, hearing, or motor disability
 - B. Intellectual disability
 - C. Emotional disturbance
 - D. Cultural factors
 - E. Environment or economic disadvantage; or
 - F. Limited English proficiency

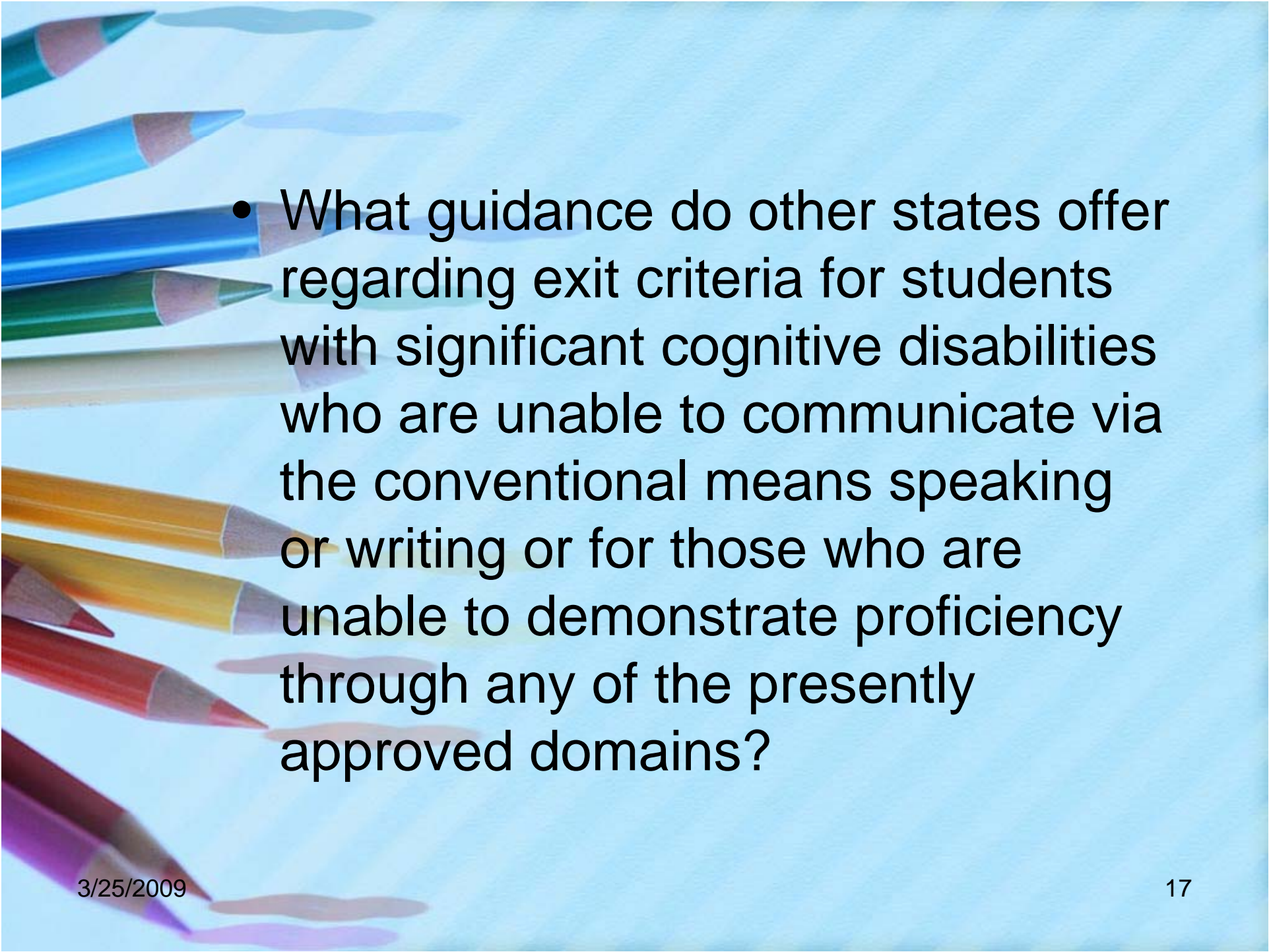
A background image showing several colored pencils (blue, green, yellow, red, purple) lying diagonally across a light blue surface. The pencils are sharpened and have some eraser visible. The text is overlaid on the right side of the image.

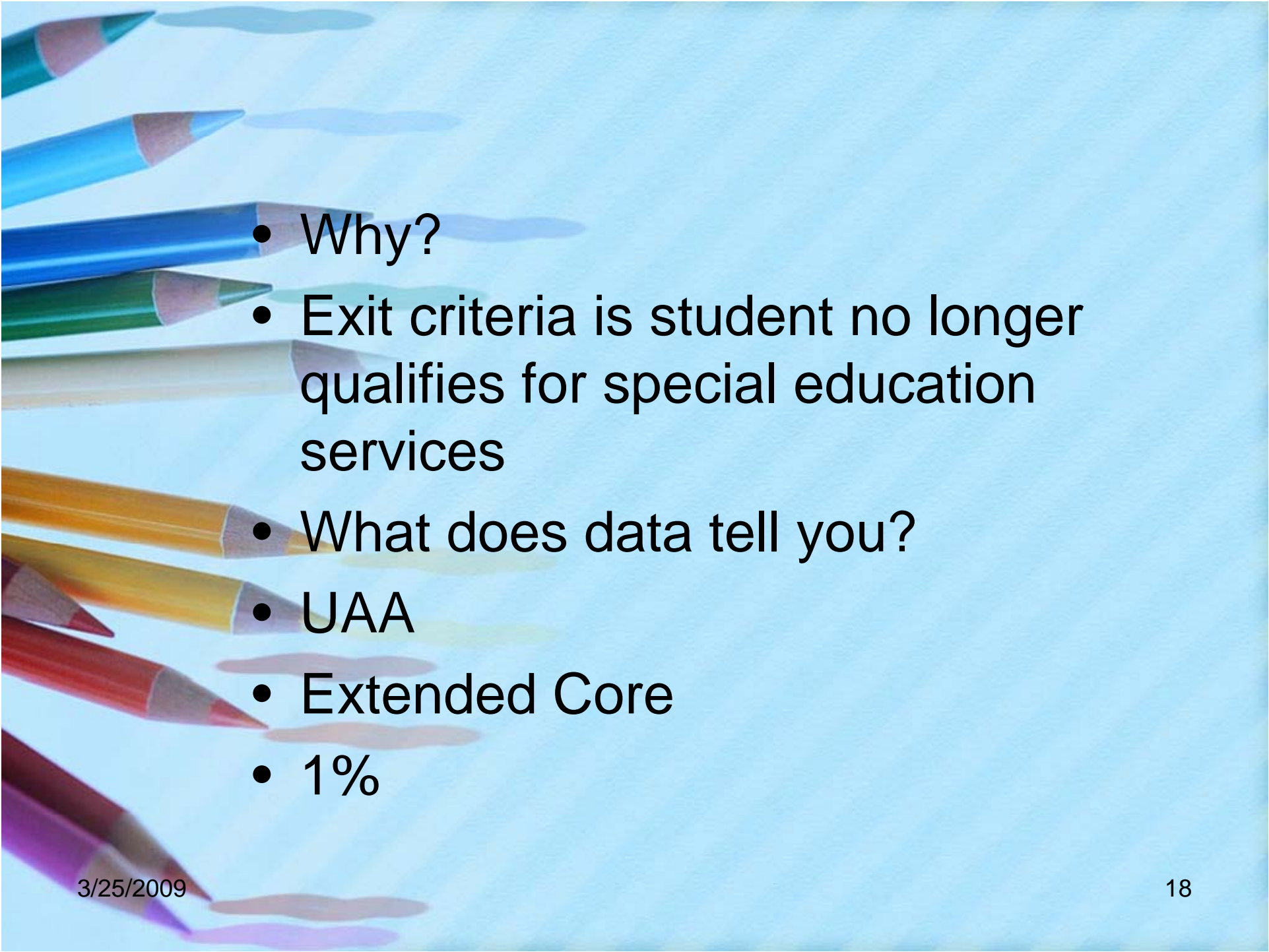
Other important issues

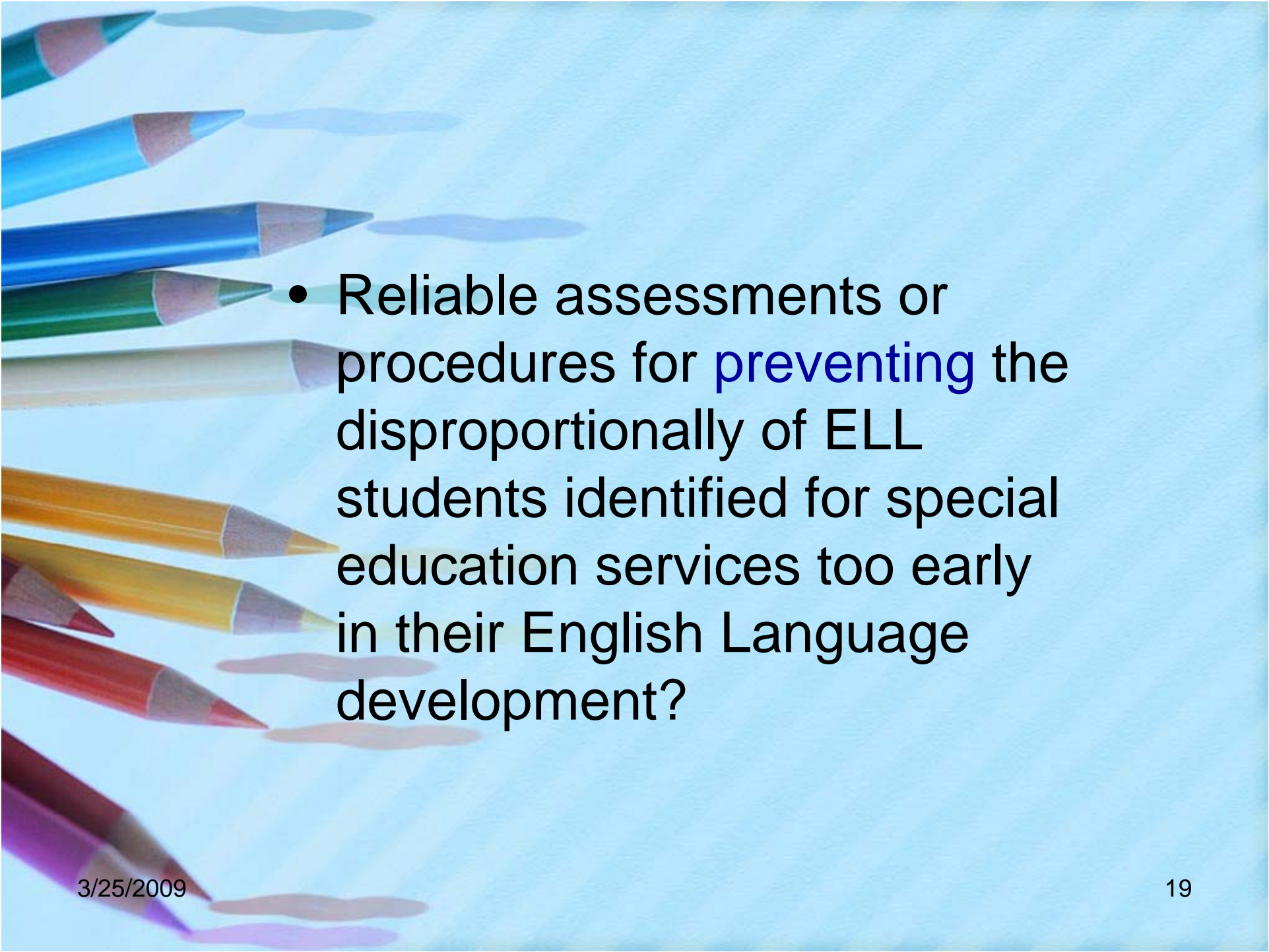
- Assess in student's native language
- Must not be a student with a disability if determinant factoris lack of appropriate instruction in reading,in math or Limited English proficiency... USOE Rules II.I.3.a.2

Questions that have been asked....



- 
- What guidance do other states offer regarding exit criteria for students with significant cognitive disabilities who are unable to communicate via the conventional means speaking or writing or for those who are unable to demonstrate proficiency through any of the presently approved domains?

- 
- Why?
 - Exit criteria is student no longer qualifies for special education services
 - What does data tell you?
 - UAA
 - Extended Core
 - 1%

- 
- Reliable assessments or procedures for **preventing** the disproportionality of ELL students identified for special education services too early in their English Language development?



Assessments

- No assessments have been determined to meet the reliable and valid criteria of USOE in order to be recommended in determining SLD eligibility.



Speech/Language

Clinical Evaluation of Language Fundamentals (CELF) (Spanish)

- Receptive language
- Ages 6-13

Preschool Language Scale (PLS) (Spanish)

- Auditory
- Ages 3-5



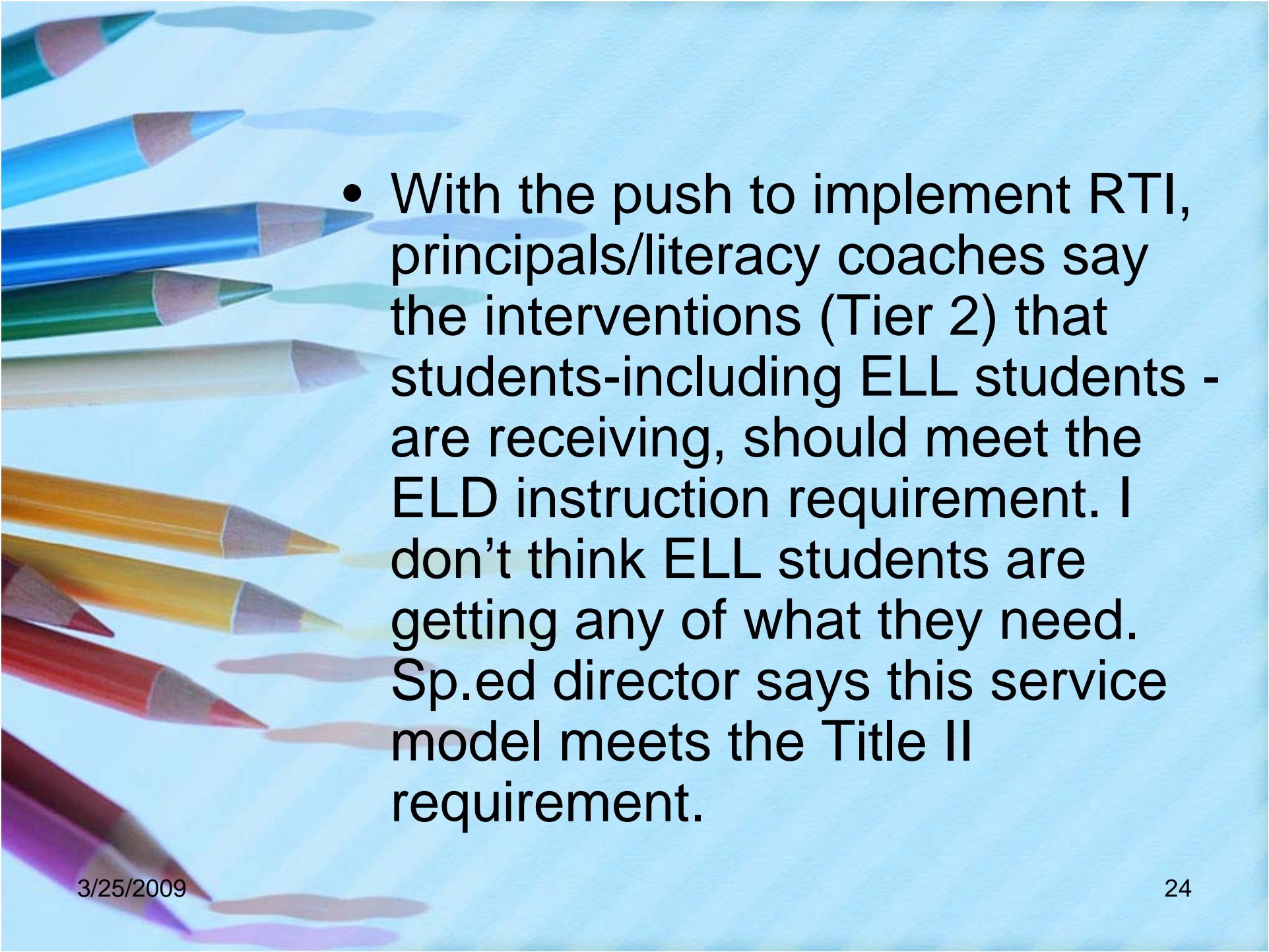
Cognitive aka IQ

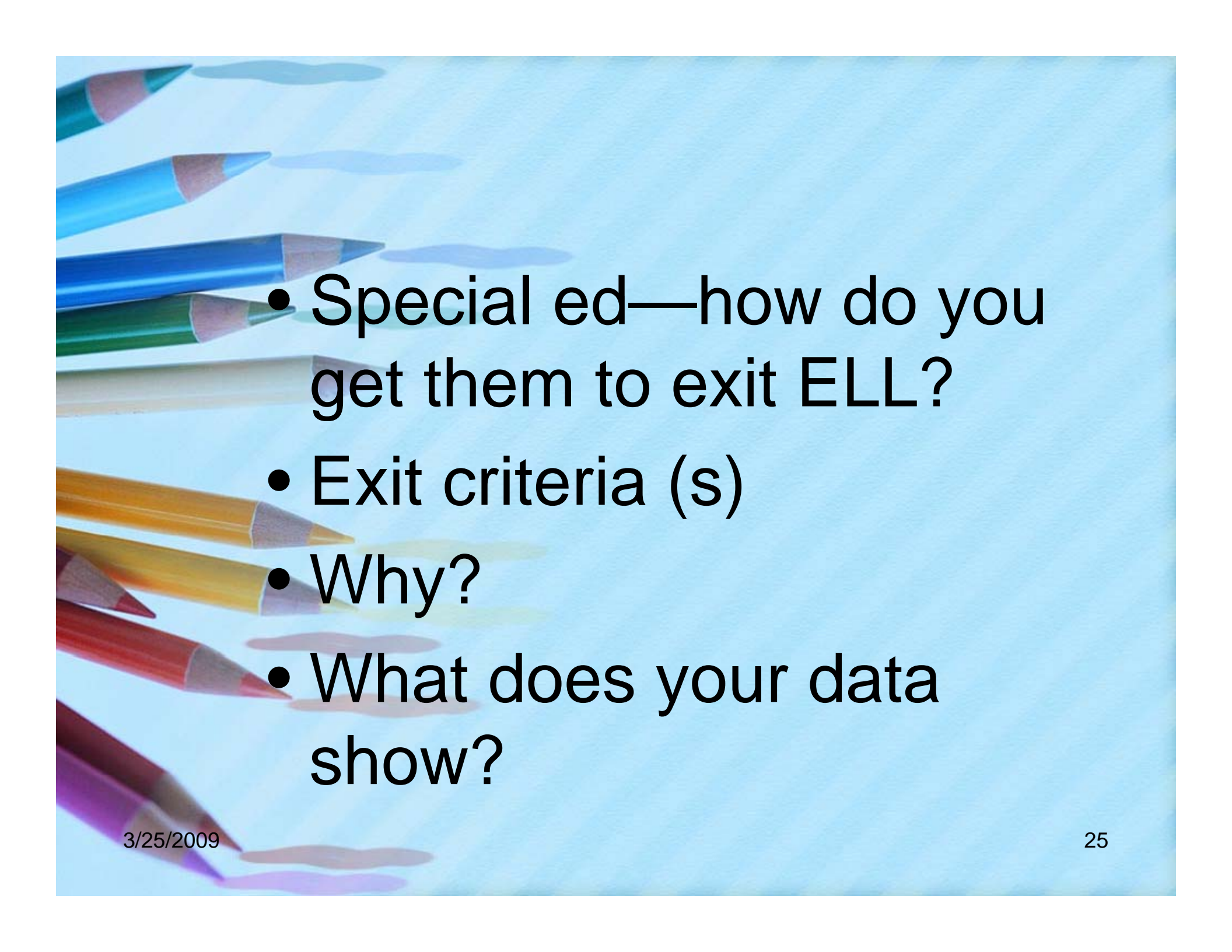
- Nonverbal only
 - Comprehensive Test of Nonverbal Intelligence (C-TONI)
 - Test of Nonverbal Intelligence (TONI)
 - Stanford-Binet..Nonverbal IQ
 - Universal Nonverbal Intelligence Test (UNIT)
 - Wechsler Intelligence Scale for Children (WISC-Spanish)



Procedures

- Instruction in the general education classroom that is targeted/differentiated to the students language needs and strengths.....this is the best prevention.


- 
- With the push to implement RTI, principals/literacy coaches say the interventions (Tier 2) that students-including ELL students - are receiving, should meet the ELD instruction requirement. I don't think ELL students are getting any of what they need. Sp.ed director says this service model meets the Title II requirement.

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- Special ed—how do you get them to exit ELL?
 - Exit criteria (s)
 - Why?
 - What does your data show?



Best Practice is....

- Collaboration between general and special educators is one of the best preventive measures that can be adopted.
 - Share data
 - Participate in IEP meetings
 - Participate in problem-solving meetings



Please contact me if you
have any questions regarding
eligibility or let Brenda or Rita
know your concerns.

- janet.gibbs@schools.utah.gov
- 801-538-7716